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ABSTRACT

The Holland Day Care Center in Michigan serves a diverse community of Anglo children of Dutch ancestry and children of former migrant workers of Chicano, Black, Puerto Rican and Cuban origins who have settled in the area. Located in two churches which are about three blocks apart, the program divides children by ability and age into five classrooms with about 15 children per class. The program philosophy emphasizes social-emotional growth in a relaxed and unstructured atmosphere. Children are taught both Anglo and Spanish cultures in a bilingual approach. Volunteers from the community serve on the board of directors, policy advisory committee, personnel and finance committees. They also aid cooks and teaching staff, and male volunteers provide role models. Regular nutrition and health programs are provided by volunteer professionals and social services are available. Included in this report is information on center and staff organization, staff training, executive director's time-use chart, a table concerning use of resources and comments made by parents. An appendix provides sample parent involvement literature, word book samples for Spanish-speaking students, child guidance materials, and a career development plan for staff members. (AJ)

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"TACOS AND TULIPS"

Holland Day Care Center
Holland, Michigan

Principal Author: Brigid O'Farrell

Field Observers: Kathryn Blackman
Ruth Silberstein
Michal Ann Sommerman

Case Study from Volume II-A

A STUDY IN CHILD CARE

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National Center for Educational Communication

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AT A GLANCE

GENERAL

SINGLE CENTER in two churches

SPONSORED BY: Holland Day Care, Inc. (private, non-profit corporation)

ADMISSION CRITERIA: 90% - family income for 4 of $3600/year or below;
10% - no one at home, illness at home, allows for adult retraining, handicapped in need of care.

TOTAL CHILDREN: 77 enrolled/66 A. D. A. (pre-school)

TOTAL PAID STAFF: 18 (16 full-time) 690 hours/week

TOTAL IN-KIND STAFF: 238 (0 full-time) 25 hours/week

HOURS: M-F, 7:30 AM - 4:30 PM, 52 weeks

SPACE (sq. ft./child): Indoor = 71
Outdoor = 77

CENTER OPENED: February, 1966

STAFF POSITIONS: Director, 5 Teachers, 6 Teacher Aides, 2 Community Aides, 2 Cooks, Bus Driver/Secretary, Bus Driver

CONTACT: Director, Holland Head Start Day Care
77 West 11th Street
Holland, Michigan 49423

616-396-6105

DISTRIBUTIONS

ETHNIC: Children: 49% Chicano, 40% Anglo, 8% Black, 3% Puerto Rican and Cuban
Staff: 50% Chicano, 39% Anglo, 5.5% Black, 5.5% Cuban

SEX: Children: 40% girls, 60% boys; Staff: 89% women, 11% men

OVERALL ADULT/CHILD RATIO: 1 to 3.4

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5

FAMILY STATUS: 43% complete, 55% mother only, 2% surrogate

PARENT EMPLOYMENT: 39% full-time, 10% unemployed, 2% in school or training, 49% not seeking work

COSTS

TO PARENTS: None

TO CENTER: $2,590 per child/year, $1.37 per child/hour

ANTICIPATED FUNDING, 1970-71:

OEO	$ 23,000
Michigan Department of Social Services	106,200
Community	5,000
In-Kind	36,700
	$170,900

HOLLAND DAY CARE, NOVEMBER, 1970

Holland is a city of 24,000 located on the eastern shore of Lake Michigan, in the southwestern part of the state. Surrounding towns are named Harlem, Zeeland and Graafschap in keeping with the Dutch influence which pervades this flat farming country. Holland hosts a tulip festival in the spring, and just about everyone devotes a little land to flower bulbs. There is a Netherlands Museum in town, and wooden shoes and windmills in all of the store windows.

Holland itself is a small American town, with a wide main street, a town square, and what seems to be a church on every corner. There are big old houses, neat yards, and lots of trees. Hope College, a small co-educational liberal arts school is located here, in the midst of a very conservative Dutch atmosphere.

Agriculture, which consists of predominantly small, independently owned farms with a diverse series of crops, has given Michigan the largest migrant labor force of any state in the country -- over 50,000 workers throughout a season. With mechanization, however, the demand for seasonal workers is decreasing and many of the Chicano workers from southern Texas and California have settled in the Holland area.

When the migrant camps, owned by the farmers, close in the fall, rental housing and jobs are very limited for those who decide to stay. These factors, combined with the cultural and language barriers, have contributed to poor relations between the staid local populations and the migrant work force through out the state. In Holland however, the day care operation, by involving community members and center parents, has helped promote understanding and cooperation between these two very different cultures.

The day care center is housed in two churches in the center of town, about three blocks apart. The Hope Reformed Church donated new, bright and cheerful space, originally designed for children in the church Sunday School program. Three classrooms and separate sleeping rooms occupy the first floor, as well as a child-sized restroom. The kitchen and dining area are on the second floor, furnished with small round tables and chairs. The director and secretary use one of the church offices in the front of the building. This center serves three, four, and five-year-olds.

The Third Reformed Church is an older, white frame building. The center is in the parish house in the back of the church, built in 1949. The kitchen shares the downstairs space with large meeting rooms and a small dining area, and the day care rooms are on the second floor. There are two classrooms for three- and four-year olds in this building, each with a separate nap room. Both centers have trees and grass outside and are used by the program during the week, when church activities are at a minimum.

Dorothy Cecil is executive director of Holland Day Care Center, Inc. and program director for Hope Center. She is short, with long brown hair pulled up on top of her head, round horn-rimmed glasses and a warm, concerned personality. She has a B.A. in child development, and nine years of experience, five of which were in day care in New York. Mrs. Cecil has teenage children of her own, and her husband teaches music at Hope College. She is extremely energetic, loves the community action end of things, and maintains a positive, interested relationship with all of her staff, as well as with the children. She may whiz in to grab lunch with the kids, but most of her time is spent on administration, community and parent relations and fund-raising.

Dorothy's counterpart at the Third Church Center is Nereida Lluria. Nery was an accountant in Cuba until she and her husband moved to Holland, with their two daughters, almost ten years ago. She began working at the center as a teacher aide, primarily because she could speak both Spanish and English. Over the past four years she has taken courses at the university, participated in Head Start training programs and is now teacher-director of the Third Church Center. She works with the four-year-olds full time, taking about a half day each week for administrative duties.

Nery represents an entirely new image to the Chicano and Anglo communities and especially to the teachers and the children in the school. She is just marvelous with the kids, instilling in them a pride in their background. She is eager to strengthen the bilingual program and anxious to help all of the children know and learn their Spanish, Cuban, Mexican, Black and American histories, languages, and traditions.

Dorothy and Nery are greatly strenghtened in their roles by the support of two community aides, Frank Zepeda and Mary Gonzales. They are both bilingual para-professionals with a great deal of understanding and commitment to the community and the center. Their main responsibility is meeting the social service needs of the center's families by providing direct help and referrals to area services. They end up, however, doing everything from buying groceries to substituting in the classrooms. Together these four people have become a very positive force in the center, in the migrant community, and in the city of Holland.

It is difficult to estimate how much of the success of the program is due to the director -- certainly a considerable amount. She is leaving next year to accompany her husband to Europe, and the program will have to continue without her. For the present, however, the day care operation is proceeding smoothly, expanding, and improving migrant conditions while it betters community life in general.

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BACKGROUND INFORMATION

History

A study group at Hope Church decided in September of 1965 that the Holland community needed a day care center, particularly for the children of migrant workers. After getting the approval of the church consistory to use the education building during the week, the group started looking for funds. They joined forces with a group called Michigan Migrant Opportunities, Inc., which had funds but no building, and after a meeting with the state's day care consultant, the center opened in Februrary of 1966. The MMOI ran out of funds in September of that year, and staff members canvassed churches and individuals in the area for funds to keep the center alive. The $5,000 they got was not enough for continued operation.

Fortunately, a Holland resident happened to be attending a district meeting of social service workers at the time and learned that the Michigan Department of Social Services had day care funds. The center applied and got this funding in December, 1966, after staff had worked two weeks without pay and the treasury held $2.80. The center then applied for OEO funds, got them in July, 1967, as a single purpose agency, and expanded from 30 to 46 children. It next expanded to 76 children and a second building in March, 1969.

Community

The city of Holland is small, fairly prosperous, and surrounded by the farms and towns of Ottawa county on one side and Lake Michigan on the other. The primary crops are blueberries, pickling cucumbers, asparagus, sugar beets and evergreen trees. Some migrant camps open in March and close in October, with the peak harvesting season being June, July and August.

Non-farm employment is dominated by the H. J. Heinz Company packaging and processing plant, a General Electric air conditioning plant and several large furniture companies. Unemployment is currently running between 7-1/2 and 8%, and major employers recently laid off workers, being strongly effected by the strikes in the auto industry. Holland's population is 83% Anglo, 10% Chicano, 2% Cuban, and less than 1% each Black, Puerto Rican and Indian.

Like most northern farm areas, Holland has not been particularly friendly to the migrant workers it has brought in to harvest its crops. The staff has spent a good deal of time improving community relations. There is a cultural and economic barrier in addition to the language barrier between children, parents and teachers, as well as with the larger community. The day care operation has developed the beginnings of a community organization for the migrant workers, however. Most of the people served by the centers are those who have settled in to stay, although the program takes transient children in the summer, as it has space.

Problems encountered by migrant workers in the area are the lack of a transportation system, limited rental housing, and a language barrier which isolates them from the larger community and makes it difficult for them to find and make use of community services. There are some social services in the area, but the University of Michigan, which offers a broad range of social service assistance, is more than 100 miles away.

Other than three private nursery schools, operating half-day sessions, the Holland Head Start operation is the only day care center in the area. It is not large enough to meet the needs of the poverty-level community, let alone the other Holland residents who would like to use the service.

Parents

Center parents are 40% Chicano, 25% Anglo, and 15% Black, Oriental and other Spanish-speaking cultures. Most families are blue-collar and former migrant workers.

Income Level/Year	Families
$2,000 - $3,000	18%
$3,000 - $4,000	31%
$4,000 - $5,000	18%
$5,000 - $7,000	25%
$7,000 - $10,000	8%

Center families average five children. Statistics for parent employment and family status are included in the At A Glance chart at the front of this study.

Most center parents are poorly educated. Over seventy percent of the mothers and fathers have an eleventh-grade education or less. Underemployment as well as unemployment are serious problems for center families.

Parent Educational Achievement

	Mother	Father
6th grade or less	12%	12%
Grades 7 - 11	60%	59%
High School	23%	20%
1, 2 or 3 years college	4%	6%
College degree	1%	3%

Admission criteria follow OEO guidelines for Head Start programs, with 90% of the families served below the poverty line.

BASIC PROGRAM

Education

Holland Head Start has clearly stated its responsibilities to children as safety, growth and security. The program provides a safe, clean place for all activities, under adequate supervision and safety precautions, and opportunities for learning how to get along with others through friendship, play, sharing and respect for others. Encouragement and guidance are given to help children develop good habits for everyday life. Teachers take a personal interest in their charges and try to give each child security, love and understanding.

Children are divided into five classrooms on the basis of age and ability. In the Hope Church, there are one class of 2-1/2 to 3-year-olds, one of 4-year-olds, and one class of 5-year-olds. The Third Church houses one class of 3-year-olds and 4-year-olds. Class size is about 15.

Along with the classrooms, both centers have separate rooms for each class to nap in. All classrooms are attractively furnished with shelves, cabinets, closets, toys, bulletin boards, art materials and child-sized tables and chairs. Outdoor equipment includes bikes, slides, carts, wagons, teeter-totters, swings, climbing gym, tires, a sandbox, a ladder and barrels.

The most interesting aspect of the program is the bilingual approach. The executive director, Mrs. Cecil, and 8 of the 17 staff members are fluent in Spanish and English, and use this fluency to make children feel at home and to help them with both languages. Center materials and activities are designed to make children aware and proud of their Spanish culture. Teachers are now using the Michigan Oral Language Series for bilingual perceptual development for 2 brief periods a day. Classroom objects are labelled in Spanish, and children

are addressed in Spanish when they are upset. Once a week, a lesson is given entirely in Spanish for all the children.

Children are taught about both Anglo and Spanish cultures, music is often Spanish, Mexican and "soul food" are served frequently, and Spanish and Mexican holidays are celebrated. Spanish children who are having difficulty with English are given "word books" developed by center staff for each child (a sample is included in the Appendix) of words and corresponding magazine pictures. Anglo parents interviewed were as pleased as Chicano parents about the bilingual program.

Program philosophy is described as the "Bank Street Model" with major emphasis on social-emotional growth. There is a teacher and teacher aide for each classroom, and usually at least one volunteer. Children are free to go from one activity to another, and teachers tend to move from one part of the classroom to another during the day, supervising where needed. The atmosphere is relaxed.

Children begin to arrive at 7:30 a.m. and have free play until breakfast. Breakfast is followed by structured activities such as art-work, water and sand play, music, conversations about family life, or a Spanish lesson. After outdoor play, there's a quiet time of stories, language improvement or songs before lunch. When this meal is over, children settle down for naps. They are often watched by volunteers during this time, and are rocked and soothed to help them sleep. Staff members may use this time for meetings, clean-up, preparation or other work. A snack greets the children as they wake up, and the rest of the afternoon is spent in free play until all the children are gone at 4: 30 p.m.

Teachers plan units around various subjects and organize field trips, activities and discussions to explore each topic. Twice each month the classes go to the public library, and children have visited grocery

stores, department stores, the zoo, the museum, fire and police stations, a local 7-Up plant and a blueberry farm. Field trips are used extensively in the curriculum.

The educational program follows Head Start guidelines, helping the kids find out about themselves and their environment. A nice feature of the centers are the prominently displayed magazine pictures showing children trying to master various skills. For example, a picture board shows a child frowning as he ties his shoelaces, while another is struggling to button a jacket properly. Such pictures support the children in their attempts to overcome problems and acknowledge the difficulties they often have. The needs of individual children are discussed by the director and teaching staff, and attention is given to problem areas.

Coordination and perceptual development materials are puzzles, beads for sorting and stringing, blocks (unit, hollow and colored) and various other toys such as Creative Playthings equipment. At meal-time, the shape, colors, textures, tastes and smells of various foods are discussed.

Pre-reading skills are encouraged with extensive labelling of classroom objects. Children's names are put on bibs, hooks, toothbrushes and lockers. Cuisinaire rods, scales, water and sand play, blocks, and a battery light and doorbell set-up help children develop logical and conceptual skills. The centers also use Let's Find Out materials. Numbers are taught through simple games (parts of the body -- 1 nose, 2 eyes, etc.), setting the tables, and other everyday tasks.

The centers use movies and slides and have developed their own "feel boxes," "peek boxes" and "science boxes," the latter containing a tuning fork, prism, bar magnets, insulated wire, light bulbs and so on.

Puppets, dolls, stuffed animals, carpentry materials, housekeeping and dress-up equipment are also available to the children. Art activities include finger painting, work with crayons and water colors, collages from magazine and catalog pictures, play-dough, construction paper, needlework. Centers encourage singing, dancing, rhymes and role-playing with records, pianos, autoharp and a variety of small rhythm-band instruments.

Staff feels that if children feel good about themselves, they will be able to learn. Self-image enrichment is a major goal, and the positive emphasis on Spanish culture is very effective here. Observers noted a good deal of loving contact between staff and children. There is discussion on the part of the staff about how much structured learning should take place, but the general feeling seems to be that teachers are taking the place of mothers and providing lots of tender loving care.

Public-school teachers in the area have complained that center children are too independent and free-thinking when they reach kindergarten and first grade. The director has invited teachers to visit the center and help coordinate efforts, but so far no one has responded.

Volunteer Program

The volunteer program is a key element in the successful community relations. Volunteers from the community serve on the board of directors, the policy advisory committee, personnel, finance and other policymaking bodies. They also assist in all phases of the center's operations. They are aides to the two cooks and to the teaching staff; professionals volunteer their services as pediatrician, dietician, and social workers, as dental consultant and career development counselor; volunteers from the community are baby-sitters for center parents, laundresses, field trip aides, fund-raisers, clerical help; they assist at parties for the children and parent social events, provide

homemade food, repair and mend toys, make sheets, bibs, blankets, mittens, caps and other clothing for the children, and so on. They are indispensable to the program.

The assistance represents more than a financial saving for the program. Extra adults in the classroom means that teachers can give more individual attention to the children. Inside the center, they allow staff more time for meetings and in-service training; outside the center, they provide services to families which they could not otherwise afford, and allow parents to attend meetings and be involved in the centers' programs.

Volunteers are parents of center children, college students, area professionals, community housewives, high school students and retired people. In addition to the new skills they offer, male volunteers give children good role models, and many represent a different cultural background for the children to experience.

The program has a roster of 7 nap room aides, 6 professional volunteers, 26 cook aides, 104 laundry volunteers, 45 teacher aides and 50 baby-sitters. The program trains all volunteers who work in the centers with Head Start movies and manuals.

Parent Involvement

As already mentioned, some parents work in the centers as paid employees, as cook and teacher aides. Others volunteer labor where needed. Parents are also active in the decision-making process (explained in detail in the Organization section of this report), on the board of directors, policy advisory committee, fund-raising and personnel committees.

Parents have two parents' organizations, one for each building. These groups elect members to the policymaking bodies and meet jointly and separately on a quarterly basis.

Parent involvement is primarily the responsibility of the two community aides. They are skilled in acting as liaison between parents, teachers and community organizations. They also serve as marriage counselors and make social service referrals. The community aides help set up meetings, arrange for teacher home visits and coordinate some of the volunteer efforts. They take parents and children to medical and dental appointments and arrange for baby-sitters and other volunteers to help out in the homes of center families. They help orient the parents to the goals of the Head Start program, while encouraging them to take the initiative and assume responsibility. Parents will not participate, the centers have found, if they feel that they are doing "make-work." Their efforts must be necessary, and parents must feel an important part of the program.

Parents have played an important role in fund-raising. They held a Mexican dinner recently, and at Christmas time they and other board members have sold center Christmas cards (parent involvement literature is included in the Appendix). They have made toys and clothing for the center children-- outgrowths of a parent education program of sewing and toy workshops.

Holland Day Care also offers courses for parents in health, sewing, toy making and repair, consumer and sex education. These courses have been well received, but the project would like to see more parent participation.

Courses	Parents	Taught by Center	Other
Toy Workshop	20	4	
Sewing Class	30	4	3
Health Class	18		1
Consumer Education	14		1
Head Start Guidelines	15	2	
Housing & Tenant Rights	8		1
Nutrition	3	3	1

Dorothy Cecil estimates regular parent participation to be at a minimum 20%. This is quite respectable when you consider that few parents are in and out of the centers during the day -- children are bussed to and from the centers, and most parents do not have daily contact with the teaching staff. Participation is growing, but it takes time.

Observers agreed that the parent involvement was making good use of Head Start guidelines and was benefitting everyone concerned. Parents now know that the center cares about them as people and about their children's welfare. They have learned more about their children's needs and have found out how to deal with the community in which they live. Moreover, the children are really proud of the parents who are involved in center programs.

Food

Centers try to maintain a well-balanced diet for the children by using Head Start guidelines. Protein deficiency and anemia are often problems, and the nutrition program is designed to compensate for these shortages. Meals are attractive and nourishing and are served in rooms adjacent to the kitchens. Each center has a full-time cook. Atmosphere at mealtime is warm and relaxed, with lots of

conversation. Teachers eat with the children, family-style, at small tables. Volunteers come in to set up the dining area, help serve and clean up. While older children may help with the meals, the Spanish tradition is strong here -- the mother (in this case, the teacher) is responsible for seeing that everyone is served, and children do not participate a great deal.

Two hot meals and one snack are served daily. The cook, the program's volunteer nutritionist and the director plan meals six weeks in advance, and the cooks buy and prepare the food. Different age groups eat in shifts. Breakfast is fruit or juice, bread, milk, bacon or sausage and eggs, pancakes or hot or cold cereal. Lunch is some kind of meat or fish, vegetable, salad, bread and butter, milk and some kind of dessert. The afternoon snack may be juice or milk, and cheese, crackers, cookies or fruit. Food from different cultures is often served, particularly Mexican and "soul food." While food is served only at scheduled times, a child coming to school hungry will be fed.

Health

Health care is provided by community professionals who volunteer their services, and some OEO funds are specifically designated for medical and dental care. Children are given complete medical and dental examinations, inoculations and necessary follow-up or special attention when they enter the program. The two community aides take children and their parents to medical appointments, explain to Spanish parents what needs to be done and generally keep this operation running smoothly. Children are often referred to the program by the Public Health Service.

The volunteer pediatrican also serves on the policy advisory committee. Parents and other children in center families are helped whenever possible. Parents are kept fully informed of

the health care their children receive, and they consider the health program a primary benefit of the day care operation. Complete medical histories are kept on the children from the time they enter the centers.

The centers also work with emotionally disturbed, mentally retarded and handicapped children if they are able to function in a group. The program currently has 4 emotionally disturbed children, 5 mentally retarded, 4 with a speech disturbance, 1 with muscular disturbance, and a child who suffers from dwarfism and must wear leg braces. These children are able to participate in most activities and seem to have worked into the center routines comfortably. The director feels it is beneficial for both handicapped and normal children to play and learn together.

Social Services

A basic social service system has been established at the centers. The director and two community aides offer direct services such as job and marriage counseling, help with housing problems, legal aid, consumer education and smoothing the path of center families in dealing with local social service agencies. The latter involves translation, advocacy and follow-up. Child guidance information is also offered in English and Spanish, and a sample is included in the Appendix. Over half of the parents have benefitted from this program.

Home visits are made at least three times a year. An initial visit is made by a community aide when the child enters the program, and further visits are made by aides and teachers as parents request them. When parents have had one need successfully filled, they often gain confidence in the center's personnel and seek help for their problems.

Social services are sometimes difficult to obtain in the Holland area, with some agencies located far away. Services available by

referral include a general health clinic, maternity and child health services, a mental health clinic, visiting nurses, dental and family planning services, food stamp program, emergency food and medicine, county agent home management courses, welfare office, employment security office, vocational rehabilitation, crippled children association, city housing department, and various professional social work organizations. Problems in the social service area have been a cold attitude on the part of untrained county social service workers toward center families. The director has worked at improving this aspect of the local social service network.

Transportation

Since Holland has no public transportation system and few parents own cars, the centers must provide transportation. They have two buses, each with a capacity of 17 children, and 90% of the center families use this service. Although it means parents are not in and out of the centers during the day, without this bussing many children could not attend. The program has one part-time bus driver. The other bus is driven by the secretary/bookkeeper.

Teachers rotate bus duty, supervising the children, leading songs, and generally keeping kids occupied. Community aides provide extra transportation services for children and parents who must be picked up late for medical appointments and other special occasions.

Community Organization

There is no community organization at the present time. The center works closely with local migrant organizations, however, forming a core for possible future community organization.

ORGANIZATION

Policymaking

Holland Day Care Center, Inc. is a corporation composed of anyone who has given at least $1 worth of goods or services to the centers. The corporation is governed by a board of directors (10 parents and 12 community people) elected once a year and meeting quarterly. This board is responsible for operation of the centers' administrative, legal and financial matters and receives recommendations from the policy advisory committee and the parent organizations.

The parent organizations are composed of all center parents. The policy advisory committee is made up of 7 parents and 6 community members including one Hope Church and one Third Church member, the volunteer director of social services, volunteer public school social worker, a volunteer pediatrician, and the past president of the local United Fund.

Policymaking seems to be well-coordinated and efficient. Parents and the community have direct control, and teacher suggestions are taken into account in assessing program needs. Changes in administrative decisions have resulted from staff discussions.

Planning--The policy advisory committee is primarily responsible for the year's program, along with the director who forwards teacher and parent suggestions.

Budgeting--The policy advisory committee and the finance committee of the board of directors, together with center staff, develop the budget.

Staffing--The board of directors hires, fires and promotes staff with the advice of the policy advisory committee, the board's personnel committee and the director.

Operations--Day-to-day decisions about scheduling, curriculum, activities, and routine administration are made by the director with suggestions from teachers. In general, parents, staff and community professionals cooperate in arriving at policy and making the program work.

Staff Organization

The director is responsible for setting overall curriculum. She also helps develop the budget and plans the daily program. She works very closely with the board of directors, the policy advisory committee, and the parents' organizations, as well as with minority and larger communities. The project's secretary drives a bus in addition to her clerical and bookkeeping work. Two community aides act as liaison between the centers and the parents and provide social service assistance to center families. A teacher-director is responsible for the Third Church Center, while teaching full time. The centers hold joint staff meetings.

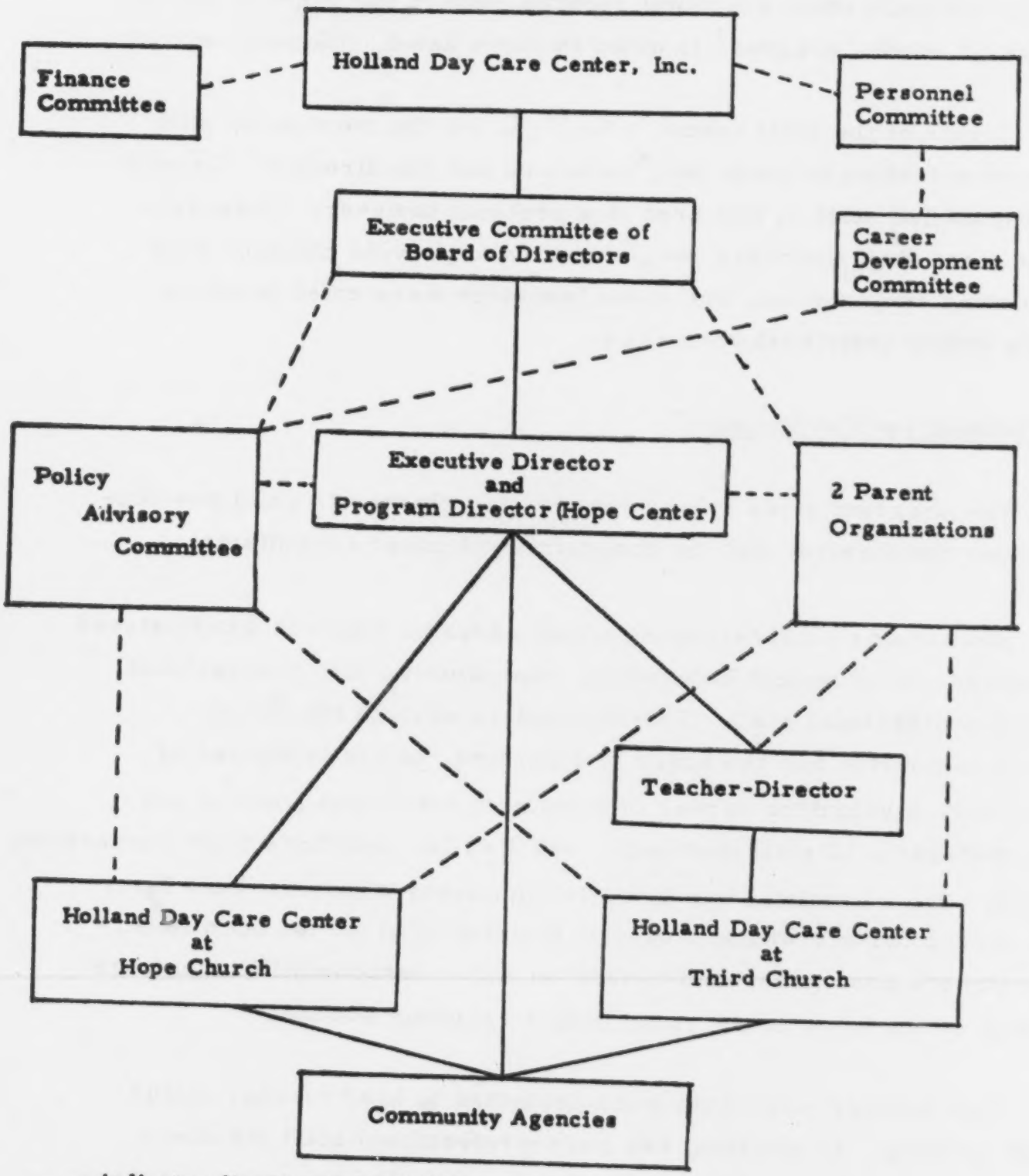
All teachers handle general child education, social-emotional development and physical recreation activities. Each teacher is assisted by a teacher aide, most of whom are bilingual. Teachers discuss and evaluate child progress and keep in contact with parents through the community aides, individual home visits and attendance at parent meetings.

Staff Meetings and Records

Teaching staff meets twice weekly to discuss children's problems and the curriculum. Individual conferences and informal meetings occur when necessary.

HOLLAND DAY CARE CENTER, INC.

ORGANIZATION CHART


Holland Day Care Center, Inc.
Finance Committee
Personnel Committee
Executive Committee of Board of Directors
Career Development Committee
Policy Advisory Committee
Executive Director and Program Director (Hope Center)
2 Parent Organizations
Teacher-Director
Holland Day Care Center at Hope Church
Holland Day Care Center at Third Church
Community Agencies

———indicates direct responsibility

- - - - -indicates advisory relationship

No system exists for regular assessment of child performance after he is enrolled in the program, except in an informal manner. Teachers maintain some anecdotal records, and in the event of special problems or needs, progress is noted in these dated, informal reports.

Morale of the staff seems to be high, for the most part, with open communication between staff members and the director. Recruitment of qualified staff in that area is a problem however. Observers felt that some staff members could do more to provide children with a stimulating environment, and some instances were noted in which teachers stifled individual spontaneity.

Staff Training and Development

The program gives in-service training classes in child development under the director and the program's volunteer consultants.

Holland has a career development program which is administered by its career development committee, representing both professional and para-professional staff. This committee advises the policy advisory committee and the board of directors, and is composed of the director, a volunteer career development consultant (retired personnel manager), 10 staff members, and 3 ad hoc members from cooperating agencies. The committee has compiled job descriptions for each level on the career ladder, and appropriate training is given for each level. Staff members are encouraged to take on wider responsibilities and are promoted on the basis of the committee's recommendation.

Two teacher aides have been promoted to head teacher status through training. In addition, two para-professional staff members were hired on the basis of training. One teacher has become a teacher-director, and another is now director of a center elsewhere. Career development material is included in the Appendix.

Staff are also encouraged to further their own educations. The program pays fees for college courses, and four staff members are currently taking college or high school level courses.

HOLLAND DAY CARE CENTER'S STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Staff (256 - 17 full-time equiv.)	720	484
Paid Staff (18 - 16 full-time equiv.)	690	458
EXECUTIVE DIRECTOR	50	8
TEACHER - DIRECTOR	40	36
LEVEL I TEACHER	40	36
LEVEL II TEACHERS (3)	120(40)	108(36)
TEACHING AIDE - I	40	36
TEACHING AIDES - II (2)	80(40)	72(36)
TEACHING AIDES - III (2)	80(40)	72(36)
COOKS (2)	80(40)	-
COMMUNITY AIDES (2)	90(45)	40(20)
BUS DRIVER	20	20
BUS DRIVER - SECRETARY	40	20
TEACHING AIDE	10	10
In-Kind Staff (238 - 1 full-time equiv.)	36	26
DIRECTOR, NUTRITION	2/mo.	0
SCHOOL SOCIAL WORKER	1/mo.	0
DIRECTOR, SOCIAL SERVICES	4/mo.	0
DIRECTOR, MEDICAL SERVICES	3.3/mo.	3.3/mo.
DIRECTOR, DENTAL SERVICE	1/mo.	1/mo.
CAREER DEVEL. INTERVIEWER	3.3/mo.	0
BABYSITTERS (50)	50/yr(1)	50/yr(1)
VOLUNTEER NAP ROOM AIDES(7)	15 av	15 av
COOK AIDES (26)	10	5
LAUNDRY VOLUNTEERS (104)	2 av	0
TEACHER AIDES (45)	4 av	4 av

*Estimated

OVERALL PAID STAFF PROFILE

Education:

M. A. - C. P. A.	1
B. A. 's	3
College Experience	3
High School	9
Junior High School	2

Sex:

Male	2
Female	16

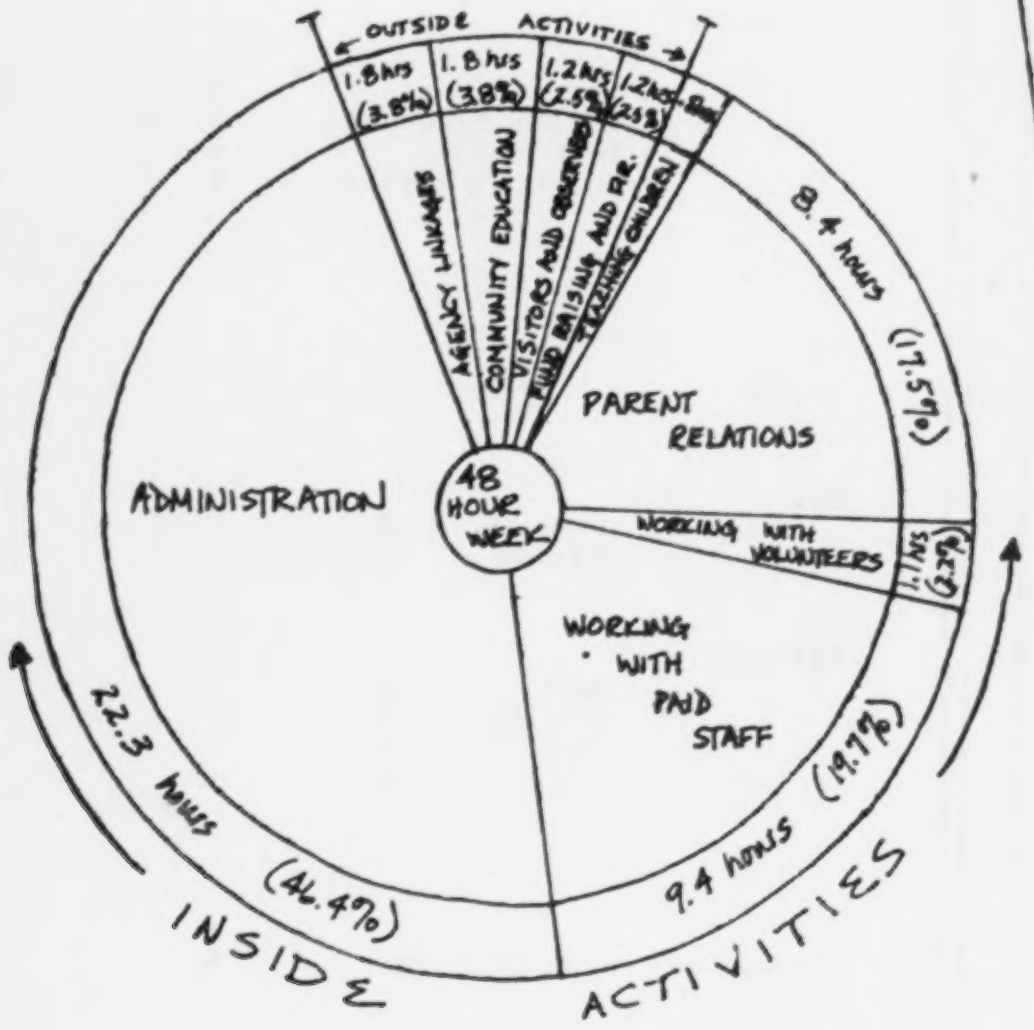
Ethnicity:

Anglo	9
Chicano	7
Black	1
Cuban	1

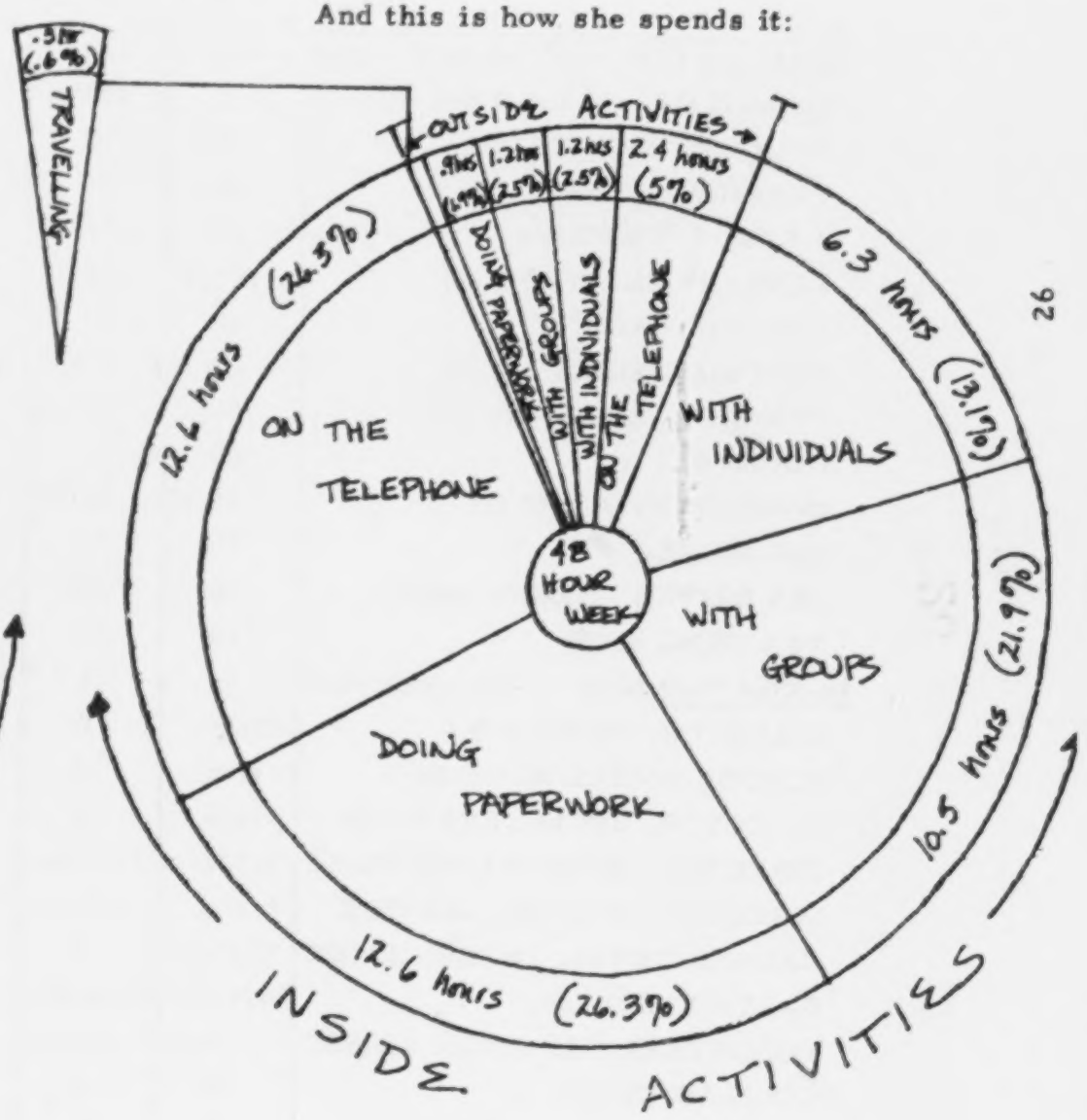
Parents of Project Children: 4

This is the way Holland Day Care Center's Executive Director spends her time:

This is what she spends it on:



And this is how she spends it:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

HOLLAND: ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour
Standard Core	70 %	$ 119,700	$ 1,814	$ 0.96
Varying Core	9 %	15,500	235	0.13
Occupancy	14 %	23,900	362	0.19
Supplemental	7 %	11,800	179	0.09
TOTALS	100 %	$170,900	$ 2,590	$ 1.37

Personnel costs make up:
81 % of $'s
30 % of In-Kind
70 % of Total ($ + In-Kind)

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	47 %	$81,600	$70,600	$11,000
	B. Administration	8 %	13,000	12,600	400
	C. Feeding	15 %	25,100	23,700	1,400
	II. VARYING CORE COSTS				
	D. Health	4 %	6,300	5,300	1,000
	E. Transportation	5 %	9,200	8,400	800
	III. OCCUPANCY COSTS	14 %	23,900	2,100	21,800
	IV. SUPPLEMENTAL SERVICE COSTS				
	F. Social Services	7 %	11,800	11,500	300
	TOTALS	100 %	$170,900 (100%)	$134,200 (79%)	$36,700 (21%)

IN CONCLUSION

It seems reasonable to let parents speak about the impacts the program has made on their children and their family lives and to let the staff speak for themselves.

What parents like for their children:

"The teachers can handle the children, they do a lot of talking to them. They sing to the children and have patience with them." "I like the medical service best." "The bilingual approach is very good." "The teachers understand the children's needs."

"My children get along with each other better. Now they can share their toys." "My child is doing so much better at school and at home." "She is more talkative at home and I talk to her more. She gets along better with her other sisters and brothers and seems to have more respect for other people."

"He eats better at home now." "The kids like their teachers." "At the center he is treated more like an individual." "You have to educate people to the fact that it does no harm to a young child to expose him to ethnic groups." "My son and I have a relationship now -- he comes home and talks about the things that happened in school." "We aren't as dependent on his grandmother, who used to take care of him."

"It gives children a good feeling to see their parents helping out at school." "At age ten? I don't know what my boys will be like. The way they're going, they'll be little monsters. But now there's more quiet in the house, less confusion. I feel like spending more time with them. And the school takes them to the doctor."

"The Spanish program is good." "It gets them ready for school, teaches them to get along with others. Also teaches good health habits." "I get along with my kids better now." "They're learning to speak Spanish as well as English. They seem to enjoy the two languages." "She wouldn't eat vegetables at all at home, but now she knows she must at least try the vegetable, then decide whether or not she likes it." "It's a nice place for children to be."

"The Spanish and English are good -- they should learn while they are young." "With six children to care for, when one or two are away from home you have more time for the others that are left." "The children get good treatment." "The health program is very good."

What parents like for themselves:

"Lots of parents are involved, and this gives the teachers time to do other things at the center." "I've gotten involved at the center. The parent involvement is good, both parents and children benefit. It gives the parents insight into what is going on at school." "I have more time for housework. I can do many things at home that I might not have done."

"I'm on the parent advisory board and I help with the hiring and firing decisions." "It gives me more time to work. I don't have to worry about her safety. Also, I've learned about child development." "I am on the parents' committee and I go to sewing class on Mondays." "If it weren't for the center, I wouldn't be able to work. My income would be 50% less." "The Christmas project of toy repairing gives many boys and girls toys for Christmas."

What parents don't like, or would like to see:

"For good behavior, I love them and praise them -- the school gives them candy." "The decisions as a whole are made by the director and staff." "I wish the hours were longer."

What staff has to say:

"A good teacher likes children -- you can't fool them." "Training helps you to learn about children themselves." "A teacher must be able to relate to children. Kids are very sensitive." "By knowing the parents and discussing the child, I know better how to work with that child."

"Staff and kids can relax. The job itself gives me a good feeling." "It's not a boring job; each day is different." "A more enthusiastic program is the result of parent involvement." "I can take courses at the college." "I like helping the people understand the needs of this part of the community." "The policy board understands the philosophy of Head Start and they know our responsibility toward that philosophy for the good of the children."

"We are free to work with the material as we wish." "Decisions are made by the director and the staff together." "The major concern is to get these children talking. They need to know someone cares." "I can advance through this career development program." "The director generates a positive attitude which the community, the staff and others are impressed with."

"A good teacher must respect the values and thoughts of others without judging them." "Because of parent involvement we have a housing development program and the community is aware of the problems of our migrant people." "We don't have enough time for each child."

"You have to be able to discipline and know when and how to do it." "It would be nice to have our own building, rather than being part of a church building. The facilities are good, though." "The policy advisory committee has not come to observe at the center in the last year." "A teacher should be interested in the things that interest children." "I was trained here, worked as an aide, and then went back to college for a year. Now I'm a teacher." "By age ten I think these children will have something very important and this is self-confidence. They will know what they want and will have some idea of the direction in which they are going."

"Parents are volunteering more. There are parents who are also on the staff and this has helped both the center and the parent." "Career development will allow me to enroll in college on a part-time basis with tuition paid." "I don't care for the hours too much."

"Some of these kids will be 'good citizens.' If the pattern of help they're receiving now could be kept up, they'd be independent, able to defend themselves physically and verbally, able to take as well as give, to share. For some of them, on the experience they've had here, they'll carry their gains and keep them." "Parents are involved in hiring a lot, in curriculum a little, in food a little, and in other policy decisions a lot."

It was the judgment of the observation team which visited Holland in November 1970 that the basic care elements were present -- nutrition, protection, tender loving care, general stimulation of mind and body, health care and transportation. In addition, there is a mixture of program elements which is meeting many of the developmental needs of the children, staff, parents and community:

For children:	skill teaching in self-reliance; self-image enrichment; communication; peer cooperation; community awareness; cultural appreciation
For staff:	advancement through training; in-service support; adequate pay; chance to work with children; cultural appreciation
For parents:	chance to work; awareness of adequate care for child; maintenance of parent role; cultural appreciation; social services and referral to local social service agencies; parent decision-making; parent-community social events
For community:	more acceptance of migrant community; significant volunteer opportunities; use of other social service agencies

The Holland Day Care operation is an excellent example of a smoothly operating Head Start program. There is room for improvement and expansion in the educational and community development areas, but the program has made an excellent start in providing child care and meeting the needs of a small migrant community in the midwest.

APPENDIX

This appendix consists of illustrative materials drawn directly from the center. Included are:

Parent Involvement Literature

Word Book Sample

Child Guidance materials

Career Development Plan

Announcing our FASHION SHOW put on by the Holland Day Care Center mothers.

WHERE: Third Church Located at 110 W. 12 & Pine

WHEN: March 24, 1970 at 7:30 P. M.

The clothes to be shown were made by the mothers, at the center.

YOU ARE INVITED

2 - Recetas

Enpanadas o Piedras

6 tazas de harina

5 cucharas de polvo de huevo

5 cucharas de polvo de hornear (spadua)

1 1/2 taza de azucar

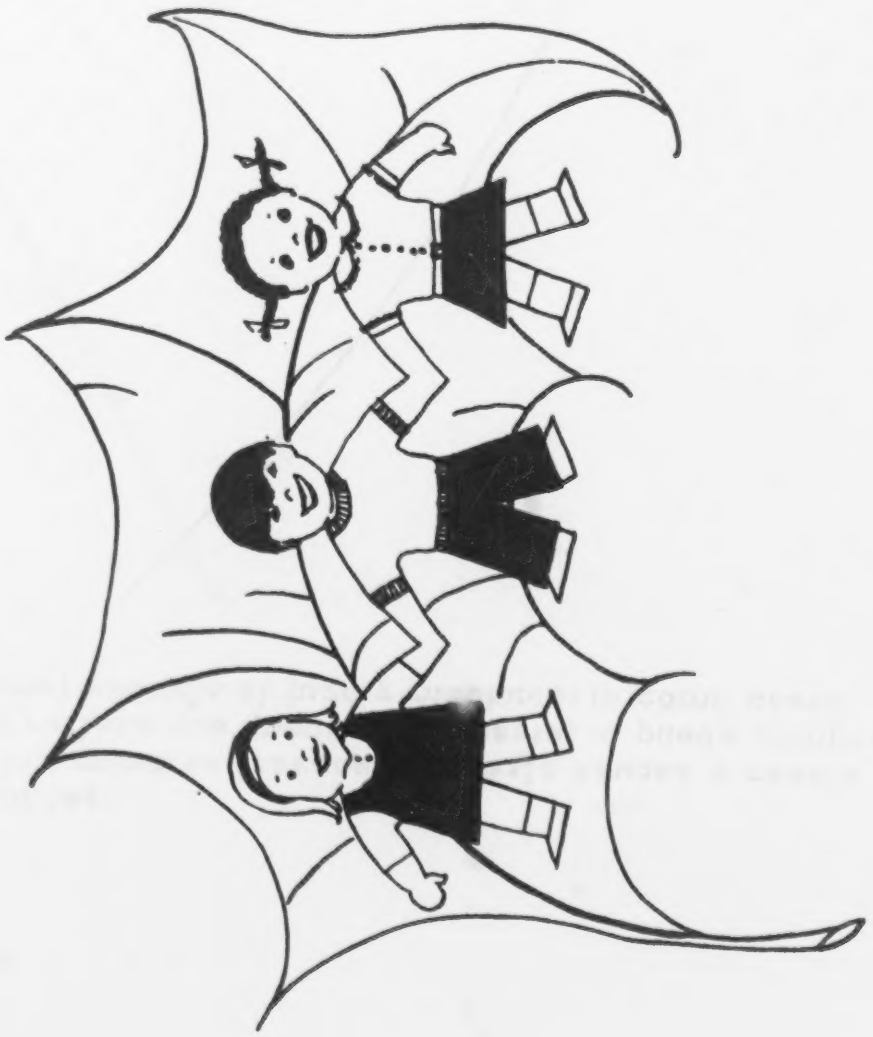
6 cucharas de manteca

3 o 4 tazas de leche

Relleno para las enpanadas
Si desea puede cocer los camotes frescos y ponerle azucar y canela al gusto para hacer el relleno que quede comp pasta, o puede comprar un bote de camote (yams) sacarle el jugo y machucarlo como pasta.

34/35

36



May the spirit of love
be with you
in this Christmas season

This card represents a gift to the
HOLLAND DAY CARE CENTER

My
Word
Book

Jaime

38

dog

cat

39

WHEN GUIDING CHILDREN IN ALL SITUATIONS

THESE ARE THINGS WE SHOULD NEVER DO

Never discuss a child's behavior or appearance in his presence or within his hearing.

Never tease a child.

Never ridicule or in any way humiliate a child. Laugh with a child but never at him.

Never raise your voice in irritation or anger and never handle a child roughly.

Never frighten a child and try never to let him be aware of your own fears if you have any.

Never deceive a child. Never promise him something which you cannot deliver.

Never exploit a child by having him "show off" before your friends.

Never show a preference for one child over another one. Try to find the likeable things in a child who may seem less attractive than others.

Do not offer a child a choice when you cannot grant a choice. Do not say,"Would you like to put your sweater on? or "Would you like to give me that sharp stick?" Suppose he says, "No." Then you will have to insist that he do these things anyway. You had better say, "Time to put sweaters on now," "You may put the stick in the basket."

Never compare children. Do not say, "See how nicely Johnny eats his vegetables." This will not teach him to eat vegetables, but will make him dislike Johnny.

Never threaten or bribe a child. Promising him something he likes in return for "good" behavior, or threatening punishment in return for "bad" behavior, clouds the issue involved.

Do not deny a child something, and then give in because he creates a scene. Be very sure your denial is necessary before you make it, then stick to it.

Keep personal feeling out of the situation. Do not say, "Miss Jones does not like you when you do that," or "If you loved your mother, you would mind her." To deny a child affection is cruel, and shatters his security.

Holland Day Care Center
77 West 11th Street
Holland, Michigan 49423

SUGESTIONES QUE PUEDEN AYUDAR A LOS PADRES A COMPRENDER MEJOR A SUS HIJOS

1. Estar seguro que los hijos saben que sus padres los aman.

   Aveces los hijos sienten la falta de amor de sus padres.

2. Proteccion: cada nino necesita la genuina aprobacion de sus padres, pero ellos necesitan conocer los limites a su comportamiento.

3. Aprenda a divertirse con sus hijos.

   Muchas veces las responsabilidades de la vida apartan a los padres de gozar del crecimiento de sus hijos.

4. Comparta el amor de su hijo con otras

   Algunos padres son tan celosos con sus hijos que inconcientemente evitan compartir el amor de sus hijos con los abuelos, la "baby-sitter" o la maestra.

5. Recuerde que cada nino es diferente.

6. Dejelo crecer, no lo impulse, ni atente a que el sobresalga en areas que usted hubiera fracasado.

7. Ayude a su hijo a ser independiente.

8. Ayude a su hijo a sentirse util y necesario.

   El tiene la necesidad, como humano, de participar con los demas, y sentirse parte del ambiente en que se desenvuelve. Si usted le niega esto el se sentira rechazado.

9. Sea cortes con su hijo, si usted espera que el lo sea con usted. Acuerdese que los ninos imitan a los adultos. .

10. Cuente con que su hijo cometera errores, esto es parte de su aprendizaje, cuando usted le ensena a su hijo sea paciente.

PLAY IDEAS FOR THE HOME

For the two to three year old:

Water Play: If you're working in the kitchen, let your child stand on a sturdy chair and use a dishpan in the sink. Spread newspapers on the floor and protect his clothes with a plastic apron. Cutting a round hole in the middle of an old plastic crib sheet or tablecloth and pulling it over the child's head works well. Keep this homemade apron in place by tying a heavy string around his waist. Let him wear his swimsuit on a hot day. You can waterproof any small area by spreading an old shower curtain or plastic tablecloth on the floor and covering it with a thick layer of newspapers. Set a small dishpan half full of warm water in the middle.

For the kitchen sink or the living-room dishpan, here is a collection of toys for two-year olds: funnel, small plastic pitcher, measuring spoons and cups, plastic baster or laundry dampener, handkerchiefs or doll clothes to wash, empty plastic squeeze bottle, muffin tin, piece of floating soap, juice cans, sponge, sieve, plastic ice cream containers.

Soap bubbles: Give your child a plastic drinking straw and a cup or empty juice can filled with soap flakes (not detergent) and water. Children two and a half years and older can learn to blow, not suck, if you show them how. Since the cup is bound to overflow, it is best to use a tray under it. To make bubbles that will float in the air without breaking, add a tiny bit of cooking oil to the soap and water mixture.

Clay (play dough): Mix a cup salt, one and a half cups flour, one half cup water , two tablespoons vegetable oil, and a few drops of food coloring (optional). This will last for weeks when stored in the refrigerator in a plastic jar and covered. Small children may put this dough in their mouths; it won't hurt them. Let your child sit at the kitchen table or on the floor, using a cookie sheet for a working space. Dust his hands with a little flour so the dough won't stick. He may just want to pound and squeeze, break apart and put together again. or he may have fun with a rolling pin, cookie cutters dull knives, forks and spoons.

Pasting: Children don't paste very well until they are three or older but the younger ones love to mess with it. Recipe: To a handful of flour, add water, a little at a time until mixture is gooey, and a pinch of salt. It should be quite thick, so it won't run all over the paper. This no-cook paste is not as sticky as boiled paste, but it holds scraps of paper together fairly well. Your child be may happiest just smearing it on a cookie sheet. Or he may like to try sticking scraps of paper together. Any scraps will do. Children love to just sit around ripping and tearing old magazines. Show him how to poke holes with the end of a wooden spoon. Tearing and poking are good ways for a child to use the small muscles of his hands and also provide a safe outlet for aggressive feelings. Playing with clothespins (the kind with springs) also strengthens a child's fingers and prepares him to learn to cut with a scissors when he is older. Let him snap them onto the sides of a shoe box to make a cage for animals.

HELPING YOUR CHILD AT HOME

Beginning Skills

Learning is made up of a number of small skills, habits, attitudes and abilities that enable a child to see differences in the shape of letter and word forms, to get ideas from symbols and to enjoy the whole complicated learning process.

There are many things parents can do to strengthen these necessary skills. First of all you must teach your child to listen.

If you can help your child discern differences between a variety of sounds, you have put him on the road to learn to listen. The following "things to do" all will sharpen his ability to listen.

THE LETTER GAME: In this game you say, "I went to the stores and bought butter, beans and blocks" -- each time adding a word beginning with the same sound. Each time you play the game, use a different letter of the alphabet as the initial sound. Your child can play this game with you or with his friends.

SOUND GAMES: After pasting pictures of single objects on one big card, have your child cover the pictures that begin with a certain sound. You can do the same with rhyming word.

"WHAT DID I DO?": Make a small sound and make a game out of letting your child guess what you did. For example, while he hides his eyes or looks the other way, move a chair, stir something in a bowl with a spoon, close a door, turn on the water faucet, clap your hands.

To sharpen his ear for word dissimilarities say three words that rhyme, like "ball, tall, fall," -- then ask him, "Which of those words can you bounce?"

Words play at mealtime is fun, on automobile trips, on walks and as a change from other activities on rainy days.

READ ALOUD: TALK IT OVER: Read to your child daily. It is the biggest boost you can give him toward reading for himself. Make reading time a happy occasion, one he's going to look forward to eagerly. Let him pick the book he wants you to read. Let him turn the pages. Let him "act out" what's happening in the story. When you read aloud to your child make it a positive lesson in listening. Ask him a question or two about what he has heard. Discuss the story.

READ POETRY TO HIM: Reading poetry aloud is an excellent way to train a child to listen. Nursery rhymes, nonsense rhymes -- the wonderfully lilting verse of A. A. Milne, so appealing to a child's keen sense of humor, are especially good choices.

GIVE HIM SIMPLE VERBAL DIRECTIONS: You can help your child to listen carefully and remember what he has heard if you ask him to perform two or three small jobs in a particular sequence. For example, you may say, "Timmy, please bring me a cleansing tissue, then turn off the bathroom light, then hang up your jacket."

Make sure he does the chores in the order given. Simple exercises like this, frequently repeated, are unusually effective in building skills that will help him to read.

PLAY "RESTAURANT" WITH HIM: This is another listening, memory-strengthening activity that he will enjoy. You sit at the table and let him play the part of the waiter. Give him your order verbally, and make sure that when he "serves" what you have ordered he repeats the name of each item. Pictures of food cut from magazines make fine servings or he can use pebbles from the yard, leaves, twigs and the like.

PUT YOUR MAGAZINES TO WORK: He can learn valuable listening lessons by sitting on your lap or at your side and looking at magazine illustrations or at his own pet picture books. Ask him to point out objects whose names sound alike -- cars, stars -- or objects that start with the same sound -- milk, man, moon.

Your child must also be able to use his eyes well enough to distinguish small differences in the shape, size, position and color of objects. Regardless of his natural endowments, any child will be helped to "see" better if you encourage his awareness of differences in the appearance of objects. There are many enjoyable home activities that will accomplish this.

PICTURE PUZZLES: Start with extremely simple puzzles whose pieces are large and easy to fit together. From these you can progress gradually to puzzles with more intricately cut pieces. Puzzle play teaches children to observe small differences in the shape of things.

MAKING A PUZZLE: Have your child cut out a big picture from a mazagine. You mark cutting lines on the back of it with heavy crayon. The child can cut the pieces and reassemble it.

BLOCKS: Get sets of blocks that include many different shapes -- squares, circles, crescents, triangles. Ask your child to bring you one of each shape, or to divide up the blocks so that all those of the same shape are together. Ask him to show you the biggest blocks, the next biggest and the smallest.

FUN WITH PICTURES: Here again magazines will be helpful, especially the old ones that you've finished reading. Armed with a blunt-nosed scissors, a child can cut out all the dogs he can find, all the "pretty mamas," all the nice babies. Help him make his own scrapbook.

Look at magazine pictures with him and talk to him about them. "What is the lady doing?" "Let's see if you can find a lady in a blue dress." "Is the dog wearing a collar?" As he looks for answers to such questions he is learning to see details in the pictures and learning to focus his eyes on small differences.

ENCOURAGE CONVERSATIONS ON HIS TOY TELEPHONE: When he mumbles you can say "Speak more clearly, Sir." "We seem to have a bad connection." Let him call his friends on the real telephone, too. A toy microphone will give him opportunities to improve his pronunciation as he plays "announcer," and gives you "news" and "weather reports."

DON'T LAUGH AT HIS MISTAKES: When he's bubbling over with excitement as he tells about the dog he saw or the fact that Billy fell off the swing, don't laugh or cut him short if he gets the story mixed up or makes funny mistakes in the telling.

ASK HIM TO TELL YOU A STORY: After you have read to him or told him a story, ask him to tell you one. If he can't think of anything to say, ask him to repeat his favorite nursery rhyme. Start him off with it if he's a bit shy.

PLAY THE "CONTINUED STORY" GAME: Start the story with a sentence and let your child carry on from there. He can stop in mid-sentence and let you finish. For example "There was once a brown dog running along a country road and all of a sudden he barked at a ----." At this point you stop and wait for him to finish the sentence you have begun.

COLORING: Encourage your child to color, paint, and draw often.

Reproduced: Courtesy of Ottawa Area Intermediate School District, Grand Haven

6-67-300

Suggestions to Parents of Preschool Children

STIMULATING SPEECH DEVELOPMENT

The young child learns to speak and to understand through imitation.

The following suggestions may help you stimulate speech development in your child:

1. Make use of opportunities to use speech when your child is within hearing distance.

2. Have fun imitating indoor sounds such as the telephone, doorbell, and various kitchen sounds. Also initate outdoor sounds such as fire sirens, horns, cars, trucks, and animal sounds. These activities will help stimulate listening which is important to correct speech development.

3. Let him hear you say the same word over and over in various situations. Try to vary the pitch and inflection.

4. Let him hear you say the name of any object which you both are in contact with at various times.

5. Let him hear you describe the activity you are doing in two or three words such as "wash the dish," "drink the milk," or "pick up the spoon."

6. Let him hear you repeat these simple phrases or sentences over and over changing the pitch and inflection in your voice.

7. Accept as speechany sounds which your child makes. Learn to recognise parts of words such as "e" for "see," "I" for "ice," "i e" for "ice cream," and "o" for "coat."

8. Try to understand that he says to you without making him repeat it. It is better for you to immediately repeat the word correctly if the opportunity is there. Your child will then hear the correct pronunciation of the word.

9. Encourage your child to make noises and sounds as he plays. Imitate the sounds he makes and try to suggest others.

If your child appears to be uncooperative and has a negative attitude toward speech, give special attention to the following suggestions:

1. Talk, read and use speech often in his presence.

2. Repeat words in a casual manner with an apparent lack of interest in the child's reaction.

3. Try to keep the child from sensing that the repetition is for his benefit.

4. Try to keep discouragement from changing your voice or facial expression.

5. Try to buy toys which make sounds so that your child will get enjoyment from hearing them.

6. If you have repeated a word twenty or thirty times, try repeating it many more times and in more situations.

7. Give the impression that it is fun to say these words or sounds.

8. Avoid discussing any speech problems in the child's presence.

9. If your child has a negative attitude toward books and pictures, let him hear you name the words as you point to the pictures in the object books, even though he may be engaged in a different activity at the time. Pictures should be clear with not too many objects on a page.

Suggestion to Parents of Preschool Children

HELPING THE PRESCHOOL CHILD TO SPEAK DISTINCTLY

The speech of young children is frequently not understandable. Many children do not have perfect speech for some time after entering kindergarten. During the preschool years it is more important for your child to have a happy personality and be able to express his ideas than to say words correctly. However, there is a great deal you can do to help you child improve his speech through play activity.

The following suggestions are given to aid you in helping your child develop good speech:

<u>You can expect:</u>

1. your child to be interested in any activity for only a short time.
2. him to be energetic and restless.
3. negative behavior in your preschool child.
4. your child to be more difficult to handle when he is tired, hungry, or not in good health.
5. a display of temper when your child is unable to make you understand his speech.
6. your child to be unaware of his speech difficulty.
7. him to cry, to be unhappy, to refuse to talk, to walk away, or to be generally negative if you try to correct his speech errors.
8. your child to say new words better than words he learned at an earlier age.
9. your child to use isolated words better than continuous speech.
10. your child to use imitated one-word speech better than conversation.
11. only a gradual change in your child's speech.

<u>It will help your child improve his speech if you will avoid:</u>

1. correcting errors in his speech.
2. making him aware of his speech problem.
3. discussing his speech problem in his presence.
4. trying to force your child to talk.
5. withholding food, toys, etc., to make your child use speech.
6. asking unnecessary questions to make your child use speech.
7. showing signs of being disturbed or embarrassed when others comment on your child's speech. A casual reply, such as "we understand him" is recommended.
8. making your child say words over to say them better.
9. comparing your child's speech ability with that of other children.
10. holding your child to adult standards of behavior, such as table manners, or sitting still.
11. holding your child to adult speech standards. At this age, ability to express his ideas is more important than correct pronunciation, grammar, or adult vocabulary.

It will harten your child's speech improvement if you:

1. listen for the thought he is trying to express rather than for the speech errors.
2. take time to listen to his conversation.
3. try to recognize as much of your child's speech as possible. Listen for vowels or parts of words.
4. make all speech enjoyable. Correction of the speech responses at this age may delay the speech development.
5. are satisfied with the speech your child uses. Being corrected is not fun.
6. help your child by casually talking for him if he cannot make himself understood.
7. allow all talking to be voluntary. Encourage conversation.
8. let your child imitate you in such expressions as "thank you," "good-bye," and "pardon me."
9. provide opportunities for your child to help you and help himself. This may take more of the adult's time but provides a good learning situation.
10. substitute picture books and recommended games in place of playing roughhouse or wrestling.
11. find satisfactory substitutes for overstimulating television or radio programs. Children's programs are recommended.
12. give your child love and affection freely and build a home situation in which your child feels secure.
13. give your child the feeling that you accept him as he is--including his speech--and that you are entirely satisfied with him.
14. gain the understanding and cooperation of family, relatives, and friends in carrying out clinic suggestions.

Suggestions to Parents of Preschool Children

STUTTERING

You may have noticed your child hesitating, repeating, or prolonging sounds, syllables, or words which break the rhythm or easy flow of his speech. This is commonly known as "stuttering."

Many preschool children go through a "stuttering" period. Stuttering is seldom found in the early stages of speech development when the child is imitating words, phrases, or short sentences. Stuttering, when it occurs, is usually noticed as the child begins to use simple or more complex sentences in conversational speech.

The following suggestions are given to aid you in helping your child gain fluency in speech:

Good health promotes good speech development. Your child will develop better speech if he has:

1. a well-balanced diet.
2. a regular mealtime routine without stress and strain.
3. a regular bedtime routine. Sleep is a prime essential in building sturdy health. Ideally, children of this age should sleep approximately 12 hours.
4. quiet times or a regular nap routine.
5. opportunities for active play and companionship with children.
6. a variety of healthful outdoor play activities.

You can expect:

1. your child to be energetic and restless.
2. negative behavior in your preschool child.
3. your child to be interested in any activity for only a short time.
4. your child to be more difficult to handle when he is tired, hungry, or not in good health.
5. periods when your child is free from stuttering.
6. stuttering to be more severe when your child is fatigued or not in good health.
7. a display of temper when your child is unable to make you understand his speech.
8. your child to be unaware of his speech difficulty.
9. your child to cry, to be unhappy, to refuse to talk, to walk away, or to be generally negative if you try to correct his speech.
10. only a gradual change in your child's speech.

It will help your child overcome his stutter if you will avoid:

1. making him aware of his speech problem.
2. comparing his speech with that of other children.
3. showing signs of being disturbed when others comment on his speech difficulty. A casual reply, such as, "I think he is talking better", is recommended.
4. discussing your child's speech problem in his presence.
5. showing concern or embarrassment when he stutters.

6. trying to force your child to talk.
7. asking unnecessary questions to make your child use speech.
8. interrupting your child when he is speaking. Let him speak at his own rate. Be willing to allow him to stutter.
9. suggesting other methods of talking, such as: taking a deep breath, or talking slowly.
10. holding your child to adult standards of behavior, such as: table manners or sitting still.
11. holding him to adult speech standards. At this age, ability to express his ideas is more important than correct pronunciation, grammar, adult vocabulary, or the ability to talk fluently.
12. making your child say words over in an attempt to make him say them better.
13. making your child say words or sentences over in an attempt to make him talk without stuttering.

<u>It will help your child gain fluency in speech if you will</u>:

1. let him imitate you in using such expressions as "thank you," "good-bye" and "pardon me."
2. take time to listen to your child's conversation.
3. make all speech enjoyable. Being corrected is not fun.
4. be satisfied with the speech your child uses. Correction of speech responses at this age may delay the speech development.
5. allow all speech responses to be voluntary. Encourage conversation.
6. listen for the thought your child is trying to express rather than for evidence or frequency of stuttering.
7. help your child by casually talking for him when necessary.
8. give your child the feeling that you accept him as he is--including speech--and that you are entirely satisfied with him.
9. give your child love and affection freely and build a home situation in which the child feels secure.
10. find satisfactory substitutes for overstimulating activities, such as appropriate radio and television programs in place of exciting ones; a story hour or recommended games before bedtime instead of roughhouse playing or wrestling.
11. provide opportunities for the child to help you and to help himself. This may take more of the adult's time but provides a good learning situation.
12. gain the understanding and cooperation of family, relatives, and friends in carrying out clinic suggestion.

HOLLAND DAY CARE CENTER A GUIDE FOR PARENTS

OUR RESPONSIBILITIES

SAFETY - To provide a safe, clean place for all activities, under adequate supervision and safety precautions.

GROWTH - Provide opportunities for growth in learning how to get along with others through friendship, play, sharing, and respect for others -- encourage and guide in forming good habits in everyday living.

SECURITY - Giving assurance of security, love, understanding, and guidance by teachers who have a personal interest in each individual child.

PARENTS RESPONSIBILITIES

CHANGE IN ADDRESS - and phone number at home and work should be given to us immediately so we can always know where to reach you.

CLOTHING - Send adequate clothing for outdoor play, even during the winter. MARK all clothing with the child's name. A complete set of clothing must be kept on hand for emergencies.

ILLNESS - For the health of the child do not bring him if he has a temperature or is ill. He will not be allowed to remain. If a child is absent because of a contagious disease, he cannot return without a doctor's written consent.

IMPORTANT REMINDERS

PERMISSION SLIPS--are signed by the parents whenever children are taken on a trip and when medicine must be given to the child during the day. TRIP PERMISSION SLIP MUST BE RETURNED.

TOYS - belonging to child must be left at home.

HOLIDAYS - The Day Care Center is closed on the following holidays, for one day only: Christmas, New Year, Memorial Day, July 4, Labor Day, and Thanksgiving and the Friday after Thanksgiving.

BUS NOTICES - If your child isn't coming let your Bus Driver know before 7:15 A.M. The Blue Bus driver is Mrs. Hicks - phone 296-4498; Yellow Bus is Mrs. Van Kampen and her phone is 396-7161.

You may inform her why your child isn't coming if you want so she may report to the teacher unless you would like to call the teacher yourself. We would appreciate it very much.

THANK YOU,

CAREER DEVELOPMENT PLAN

PURPOSE. To improve the quality of staff performance at the professional and paraprofessional levels at every point of service in both Centers of the Holland Day Care Center; to make available to all staff members, opportunities for growth in capabilities and for advancement within the program and in other social service, geared to the specific needs, abilities and ambitions of individual staff members; and to accomplish this with the cooperation of those agencies in the community most able and willing to aid in career development, we submit herewith the

HOLLAND DAY CARE CENTER CAREER DEVELOPMENT PLAN

I. Controlling Factors in Career Development.

A. The basic factor is the determined, enthusiastic desire of the individual staff member to improve personal effectiveness and to increase the satisfaction of doing a significant work excellently;

B. The Plan includes the means by which this individual desire and determination may be developed and discovered and then related to those resources in the area which are available for use in career development;

C. The size of the staff, the number available to take part, is a controlling factor which must be taken into consideration;

D. The factor of size will control the decisions on the size of the Career Development Committee and the the development of the Plan, which will be based on the job descriptions but will not be limited by them;

E. The Career Development Committee is a controlling factor of high significance; it must be truly representative of both the professional and the paraprofessional staff members, dedicated to the concept of the development of each staff member, and with sufficient understanding of the Head Start Program so that each phase will be treated equitably--child care and understanding, health, community action, everything.

F. Time availability, adjustment to service requirements, relief of participants, and such practical considerations will require thoughtful consideration by the Committee.

G. The active support of the Policy Advisory Committee and of the President and the Director, to the basic concept of Career Development is a powerful controlling factor; as is the dedication of staff members.

II. The Career Development Committee.

A. The Career Development Committee, reporting to the Director, and through her acting as an advisory committee to the Policy Advisory Committee, shall

1. Determine for each member of the staff, by personal interviews, the career growth desired by each, and the steps necessary to attain that growth;

2. Develop a specific plan for each, based on these findings and on counsel from members of the Committee who have special knowledge or experiencein each field and from other professional advisors cooperating with Career Development, as the Director may request; and finally in consultation with each person it is hoped to benefit;

3. Determine the recognition and rewards which the trainees will receive upon successful completion of their training, such as

a. Small increases in hourly compensation;

b. Promotion, evidenced by a change of title;

c. Certificatesof Merit, which may be presented on occasions which will be meaningful to the recipient;

d. Or such other reward or mark of recognition which the Committee may recommend to the Policy Advisory Committee;

4. Establish measurements by which the trainee's progress may be shown meaningfully at times set by the Committee, both in their educational and job efforts;

5. Review such training efforts and make such changes as may be necessary, after approval by the Director, to make them effective;

6. Enlist the cooperation of volunteer specialists in the fields of interest of the trainees, in the planning and carrying on of the teaching/training programs;

6. Meet at a time and place determined by the Committee, with the approval of the Director, but not less often than once a month;

B. The Career Development Committee shall have

1. The Director;

2. Six members from the Hope Church group, consisting of two Teachers and four Aides and four members from Third Church group, consisting of two Teachers and two Aides; provided that, if the staff so decides, any member of the staff except a Teacher may be selected in place of one Aide;

3. The Director shall request three agencies cooperating with Career Development to nominate one person each to serve as ad hoc members of the Committee;

4. A Teacher shall be nominated bythe Teachers in both groups, acting together, and after approval bythe Policy Advisory Committee, shall act as Coordinator in Charge for a year;

5. An Aide shall be nominated bythe Aides in both groups, acting together, and after approval by the Policy Advisory Committee, shall act as Associate Coordinator for a year;

6. This new Career Development Committee, adjusted to the new situation in which there are two operating Centers, shall review the new needs and potentialities and make any changes in the program deemed necessary, always within the basic concepts herein set forth.

C. The Operations of the Committee.

1. The Committee will continue the careful building of satisfactory job descriptions for each task performed by a member of the staff, perfecting such descriptions by close analysis of the work actually performed, by innovative projection of what ought to be done and by counseling with staff members on the realities involved;

2. Job descriptions will also continue to be created of the tasks to be performed at higher levels, for the purpose of setting specific levels at which promotions or recognitions will have been earned and thus creating a ladder of career development which will be clear to all staff members;

3. Under the direction of sub-committees and especially of the Coordinators, these job descriptions and ladders will be related to:

a. The expressed ambitions and desires of the staff members, each for his own career development;

b. The available resources for education and training in the community;

c. The possibility of a staff member using resources in nearby communities;

d. The terms and conditions controlling the various possibilities developed by the sub-committees;

so that definite programs for each member of the staff may eventually be developed.

attachments 11, 12, 13